

### STATE GOAL 3: Write to communicate for a variety of purposes.

**Why This Goal Is Important:** The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

#### A. Use correct grammar, spelling, punctuation, capitalization and structure.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<b>3.A.1</b> Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	<b>3.A.2</b> Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	<b>3.A.3</b> Write compositions that contain complete sentences and effective paragraphs using English conventions.	<b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	<b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

#### B. Compose well-organized and coherent writing for specific purposes and audiences.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<b>3.B.1a</b> Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	<b>3.B.2a</b> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	<b>3.B.3a</b> Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	<b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	<b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
<b>3.B.1b</b> Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	<b>3.B.2b</b> Establish central idea, organization, elaboration and unity in relation to purpose and audience.	<b>3.B.3b</b> Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	<b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.	

	<b>3.B.2c</b> Expand ideas by using modifiers, subordination and standard paragraph organization.		<b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.	
	<b>3.B.2d</b> Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.			

**C. Communicate ideas in writing to accomplish a variety of purposes.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>3.C.1a</b> Write for a variety of purposes including description, information, explanation, persuasion and narration.	<b>3.C.2a</b> Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	<b>3.C.3a</b> Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience.	<b>3.C.4a</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	<b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.
<b>3.C.1b</b> Create media compositions or productions which convey meaning visually for a variety of purposes.	<b>3.C.2b</b> Produce and format compositions for specified audiences using available technology.	<b>3.C.3b</b> Using available technology, produce compositions and multimedia works for specified audiences.	<b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.	<b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).